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| **Design Standards** | **3 = Meets the standard** | **2 = Partially meets the standard** | | **1 = Does not yet meet the standard** |
| **Stage 1** | | | | |
| 1. Identifies **relevant content, process and media/technology standards** to be addressed in all three stages. | All listed standards –   * Come from current **national and/or state standard**s * Are **appropriate** to this unit. * Are **genuinely** **targeted**, not just mentioned. | Some or all listed standards –   * Are only somewhat appropriate to what this unit is about * Are mentioned but not really addressed in the unit. | | Some or all listed goals are –   * Are not appropriate to this unit * Are listed with the standards but never addressed anywhere. |
| 1. Specifies the desired long-term **transfer goals** that involve genuine accomplishment. 2. Identifies important, transferable ideas worth exploring and understanding. | All listed transfer goals—   * Are framed in terms of application of prior learning to present and future situations. * Require students to find and address real-world issues, problems, and applications of their learning. * Require students to show increasing autonomy in using their prior learning in new situations. * Reflect key ideas (concepts, theories, themes, principles, etc.) for this topic and the discipline. * Will very likely develop and deepen student meaning-making and enable transfer. | Some or all listed items suggest transfer goals, but—   * The goals are too vaguely stated to know whether or not transfer is really the goal. * Transfer-like language is used, but it is unclear whether the aim is transfer or just a prompted display of specific skills * Reference ideas, but they are not the most important * Are important ideas but not really relevant to the work of this unit * Are interesting ideas but not useful for meeting unit goals * Will not likely require extended inquiry to grasp * Need to be more general, theoretical, or conceptual to be transferable. | | Some or all listed items—   * Are not transfer goals but goals related to discrete skills * Do not require deliberate and adaptive transfer; they merely require “plugging in” of prior learning * Do not require any autonomy or strategic thinking on the learner’s part * Are really facts that need only to be apprehended; they are not ideas that require analysis or the result of inference and meaning making * Are trivial or vague ideas that provide no rich intellectual goal or focus |
| 1. Identifies **enduring** **understandings** stated as full-sentenced generalizations. | All listed understandings –   * Are concept-driven statements created from the **BIG IDEAS** articulated in the standards * Summarize important strategic principles in skill areas. (E.g. the appropriate use of specific strategies) * Are framed as full-sentence generalizations, specifying the **inferences** we want students to come to understand | Some or all listed items include important ideas (e.g., key concepts or theories) but –   * Are not framed as full sentence generalizations * Are framed as full sentences, but provide little more than simple factual statements or definitions rather than summary inferences * Are generalizations, truisms or otherwise obvious/superficial | | Some or all listed items –   * Are facts, skills, indicators, or other content objectives (These should be placed in the Knowledge or Skill boxes on the template.) * Are stated as phrases: they just state the topic, not the understanding sought |
| 1. Is framed by a few open-ended, thought provoking, and focusing **essential questions**. | All listed questions –   * Will **focus** the unit on important **transferable ideas** * Are genuinely **thought provoking** * Will foster **meaning making** to help the learner to understand * Will likely foster **student interest** | Some or all listed items include important ideas (e.g., key concepts or theories) but –   * Are only somewhat appropriate for understanding the content (even if they are interesting questions) * Are not very thought provoking * Are too convergent * Are somewhat leading (teacherly) because they seem like they are fishing for the already-approved answers rather than framed to provoke thought * May be essential, but there are too many questions to focus the unit. | | Some or all listed items –   * Fact questions * Not important or not worthy devoting a unit to * Not thought provoking; not likely to be of interest to students. * Too narrow and leading * So vague as to suggest little in the way of inquiry and focus for learners |
| 1. Identifies **knowledge and skill** needed to achieve understanding and address the standards. | All listed knowledge and skills –   * Address **key content** needed for transfer and meaning * Address content **related** to the standards | Some or all listed knowledge and skills –   * Address key content, but the content is not essential for understanding or transfer * The content isn’t clearly connected to the unit and its overall focus | | Some or all listed knowledge and skills –   * Are not key content * Are not relevant to this unit |
| 1. Aligns all the elements so that Stage 1 is focused and coherent. | All listed Stage 1 elements –   * Are **interconnected** and provide a **focused** and **coherent** set of goals for learners. | Some listed Stage 1 elements –   * Are only somewhat interconnected goals, so that the unit seems insufficiently focused or incoherent. | | Some listed Stage 1 elements –   * Are hardly related to one another; this isn’t really a unit but a set of thrown-together objectives that do not really fit together. |
| **Feedback and Suggestions to Improve Stage 1** | | | | |
| Strengths of the work: | | | Opportunities for Improvement: | |